



Postindustrial Development Perspectives of Education and new challenges

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Abstract

The article notes the relevance of the search for theoretical and methodological developments in the development of post-industrial education in the social life of society, a radical transformation of the problems facing people. The study of post-industrial development, prospects, education, the convergence of socio-cultural factors. The author substantiates the conclusion that in the future the convergence of values, education, forecasting and the development of new issues. The modern development of education shows that the place of education, which is a socio-cultural event in society, changes its functions and role. What is the definition of education in the post-Soviet society? How can a new world affect education? These changes in education What is the potential "answer"? Its current global and local capabilities to solve this problem to what extent? This age of post-industrial society Theoretical methodology is very practical.

Key words: education, post-industrial society, globalization, supra-national education, transnational education, convergence, association.

Introduction

Since this is a multifactorial problem, it is impossible to explore this topic without affecting sociological, psychological, anthropological concepts. But, paradoxically, today there is no single view of educa-

tion in our country or in foreign countries. Scientists refer only to various aspects of the subject being studied when they are re-searched. This is the relevance of the topic.

When it comes to the question of the degree of development, with the aim and nurturing the cultural essence in relation to the study of the roots in antiquity. Although the above context - only in the eighteenth century K. Helvets "Man, his mental abilities and" and I.Kant's "Anthropology".

Sociocultural approach to the study of individual elements of some scholars E. Durkheim, M.Malinovski, A.Kreber, K.Klakhon, P.Sorokin, N.Luman, T.Parsons, ARRedklif-Braun, BOMayer, LAQaman, S.K. Korkoenenko and others. The approach of M. Heidegger to education as values of M. Bakht and the culture of V. Bibler - to the concept of dialogue based on the aforementioned author of the conceptual and political foundations relate to education, cultural diversity. Works in truth. The study of the gastro-anthropological and psychological aspects of education is devoted to the works of I. Birich, V. Slobodchikov, and Yu.Isaev among researchers using the ideas of semiotics in the field of education: Brinkina, A.Veryaev, Yu.M.Kurolenko and other names. Nevertheless, despite the research in the field of education with the prospects for the development of education in the post-sufficient coverage.

The scientific innovation of the article is that it analyzed the system of education, culture and mechanism of the killer, contacts between civilizations. Pluralism proved the forms of education, cultural and historical conditions of the same civi-

lization. There are various forms of learning, the concept of education has been proposed.

The practical significance of the article. The fact that its provisions governing educational structures can be used in decision making.

First, when studying the prospects for the development of the post-industrial development stage of development of the educational society, it is necessary to determine the features of the general social context. We are here a postindustrial society, from our point of view, the most important CE - the show is limited, because the subject in the literature is widely covered - it has. Our interesting aspect of the post-industrial society, which, first of all, includes paramount importance, the human influence on the environment, secondly, is not amenable to control, different spheres of human activity, mutual dependence and mutual commitment, thirdly, information, and you know that actualization of its role can be shown. The post-industrial society, culture and social changes taking place in ours are characterized as characteristic of the main factor: "Culture is different - the initiative to bring about new qualities in the economy accordingly" (5, p.11)

Dell, in contrast to the post-industrial paradigm, is one of the founders of modern sociology, the theory of social change; co-author of the concept of post-industrial society A.Touren post-industrial society in the framework of social conflicts. In his

opinion, social conflicts acquire a completely new character. These conflicts are no longer linked between labor and capital, and the stakeholders are the decision makers. In other words, social conflicts as an organization - made the transition. These are values and interests. The conflict is upset [10, p. 308-310]. It is said that education in the public sector is aimed at stability as well as content.

In the process of globalization, a "global education" is gradually being formed. Currently, the global development of education uses two more models. Of these authors, the authors are American philosophers R. Henry and M. Botkin. According to Henry, the essence of global education is expressed in the following:

- an impartial attitude towards the world, that is, different views on world recognition;
- Understand the situation on the planet;
- intercultural literacy (understanding of the culture of other nations;
- about knowledge of global dynamics;
- a thoughtful choice.

The model of M. Botkin completes the model of R. Henvey. The main thing here is the individual. He was ashamed of adapting to adaptation to the world, events and their results cannot be predicted by active cooperation, dialogue, mutual understanding of the concentration of a profile. These models of global learning, localized in the aspect of uni-sal, - combining the social welfare of all peo-

ple, are directly dependent on the welfare of the survivors. As a single integral world, the formal task of descent is ahead [12, p.260].

Post-industrial societies in the global educational system are formed two more. What is important is that they also deal with disputes about nature. transnational education and national education. Services for the transfer of educational services outside the country of origin of the offer and its consumers are characterized by a global increase in the number of higher education markets. Transnational education with universities, recognized today in different countries, causes intense competition among suppliers, such as e-courses from foreign universities, corporate campuses, corporate universities and private commercial organizations.

As for national education, researchers are eagerly awaiting the future prospects for the development of this education in the global educational space. The study of skill allows you to use world space and expresses its need for implementation at this time in the world. values, if appropriate, national educational individual states and reflects their needs. Traditional values of national character are compatible with [8, p.9].

The national educational systems of national education offered to the world by the teacher exclude a clause that includes the services they perform, the content and their conformity to yesterday's

farming in accordance with its modern requirements around the world and quality education as an example. National education as an education of the motherland is developing, but they receive some education, which they do not require adaptation or additional training from students. At the faculty of nations - Remove the sources of international cultural organizations between countries with mutual assistance and mutual understanding of development [14].

The main function of the characteristics of education in the context of pluralistic social realism is to ensure the survival of models for the formation of lunar education. Successful use of already existing models - their history of education for work - will benefit. I am worthless - CSA. Unlike the traditional education system, the education system is in the information society, because there are no strict rules stipulated. Its core is supported by educational communications [16, p. 598]. Any decision will be made only for this case (ad hoc) and will be as unique and unique as its uniqueness. Therefore, education will be on the road to self-improvement. In our opinion, self-education in education, as necessary, to return to the path of developing the original contour of this phenomenon, will lead to recovery. This content will also be determined by the peculiarities of sociological reality. According to scientists, it is argued that the idea of the pluralistic nature of education [9] - confirms the offices. Its rigid unifica-

tion, the pedagogical concept and strict standardization of activity, non-strategic management, administration, etc. Situations like the former are left. The number of pedagogical concepts that communicate with each other is increasing, new forms of education, innovative practices, curricula and methods are being created. Today, many educational institutions in the education system - the concept and communication strategies, as well as changing sociocultural reality, to adapt to the constant increase in its potential open space communication in relations. This understanding is no longer a conditional system, called the autopoietic system

In other words, the number of strict rules in the field of education, the recommendations of influential organizations, the role of standards is growing. The formation of an autopoietic view of the system can be tolerated. Examples of recommendations. The European Parliament and the European Association are the second entity and for the purpose of preparation. It is possible to show transnational mobility within the framework of the thesis of the group. The practice of prestigious organizations applying the recommendations that he / she worked shows that they are participants in education as a rule of conduct. These documents are a gentleman of the state - do not require the imposition of a specific contract. To be considered, it is a condition that its participants are their relations, types of documents, voluntary, as

subject to consent. But the participating in the preparation of these recommendations is a voluntary commitment to educate in the field of educational education by the education participant - lin about their ideas to match their fantasies. Consequently, there is a conflict between the values of education only for education, education - for all - with one condition that recognition can be eliminated. N. Danilevsky, A. Having adopted the idea of the diversity of Toynbee's historical processes, we support the principle of color - the necessity of color. In our opinion, the development of progressive education - Safi, directly related to the increase in diversity in the education system - is dynamism. It is not only a variety of systems from the outside, energy, information, material flows from the entrance, but also through the development of internal resources that claim to be in agreement with the idea of conceptual and methodological ones. But both the individual and the preservation of the cultural identity of all this - there will be no equal rights for everyone else - for different forms of life, will be respected.

Education is one of the most important areas will be prognostic activities. These are educational systems to adapt to new circumstances. The processes of globalization from education, shaping educational policies and strategies, all relate to educational and educational institutions, in order to provide preventive information for research. The issue goes beyond the need

for predictive work in the field of education. Conversation, as well as a new, integrative (educational + pedagogy + prognostication) area of knowledge - educational and pedagogical forecasting in - from a person [2, p. 261]. In a more complex world society in a few years in an environment where he does not know what to expect from educational and pedagogical forecasting, the role is even stronger, further exacerbation of the need for new methods of forecasting in the education system. The traditional methodology of the philosophy of education and partly the prognostic function currently performed in the field of scientific research. As a result, the educational life collapsed. It is obvious that educational and pedagogical predictions at the intersection of science and methods that will be realized in a variety of educational anthropology - mourning, hermeneutics of education, educational ontology, semiotics of education, synergetics of education, will be enriched with the achievements of science. The information obtained in this scientific education is not only past and present, but in future categories To understand this possibility, which then provides rich empirical and factual material. Even at the present stage, it became clear that as a result of economic globalization. Despite the unification processes in education, no education system can be considered the only educational system for the rest of the world. This fact creates a deep contradiction: on the one hand, from

the logic of the processes of globalization somehow. Become a universal education system - the property that rules should be developed on its basis, on the other hand, this model of any product of culture should not be different, because other cultures and societies will not be accepted by nations. So, on the basis of this model there must be another stomach - clear intentions of representatives, "universal values" close to them. Most likely, in response to the processes of globalization, therefore one educational process will be established so that nationalistic and or more than international education embodies universal human values.

Thus, the content for future education for education and the conceptual unit, as well as the socio-cultural aspect of education, is important for learning. In this sense, your education. Scientists who claim that their idea should fit into the socio-psychological and cultural-historical basis of society. But the state of education is conditioned by sociology. Scientists claiming most of the time Remember to open the question of how to achieve it - Yir. In their considerations, the idea of education and content is understood. CI is a wooden plow to remain as it differs from the formal meaning of education, including philosophical, cultural-anthropological, socio-psychological

education, sociocultural education, when I revise and thus educate society, restoring relationships with spiritual culture, Only by integrating various methods you can achieve the depth of a complex phenomenon, such as education.

He summed up that, first of all, in education, in the conceptual colorful theories of Transformation, this means that social sleep in the hopelessness of the language, people face problems, change dramatically - showed a new educational reality, this can explain the theoretical and enough complicate the issue of finding methodological designs; Secondly, the unification of the processes of globalization of the formation of globalization is experiencing reflection in understandable socio-cultural considerations in principle, attracting attention - this is the third, globalization, the various education systems in the convergence of needs; Fourthly, a post-industrial world of global education systems, multilateral and national contacts with switching as a result of global education and national education systems in a multi-level "field" and institutions into a global educational system has been formed; Five - first, the globalization of education, predicting an important role in the education sector, predicting a mutually reinforcing desire to develop new methods and principles.

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